Administrator Perspectives of Ohio's Teacher Evaluation System: Implications for

Educational Administration Programs in Higher Education

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Abstract

The purpose of this study was to elicit elementary and middle school administrators' perceptions of the Ohio Teacher Evaluation System (OTES). The researchers created a questionnaire to learn administrators' experiences with and attitudes, opinions, beliefs, and knowledge of OTES thus far. The questionnaire consisted of twenty-five Likert-based questions with four open-ended response questions. The participants included 437 elementary and/or middle school administrators who voluntarily chose to respond to the questionnaire distributed via email to all public school K-12 administrators in the state of Ohio. Based on the analysis of the data, the researchers learned that more than half of administrators have participated in the OTES and they were relatively confident in their ability to implement the OTES. The administrators believe that their teachers are confident in their ability to implement the OTES. However, the administrators reported high levels of skepticism that the OTES will improve teaching and learning for their students.

Keywords: teacher evaluation, administrator perceptions, educational administration

Introduction

Although teacher evaluation has been a heated topic of debate in the educational community for decades, only recently have federal and state policies begun to formally address the issue (U.S. Department of Education, 2010). The U.S. Department of Education (2014) currently defines teacher evaluations as follows:

A system that: (1) will be used for continual improvement of instruction; (2) meaningfully differentiates performance using at least three performance levels; (3) uses multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in this document) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys); (4) evaluates teachers on a regular basis; (5) provide clear, timely, and useful feedback,

including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions. (para. 33)

Other leading national education organizations such as the National Education Association (NEA), the Center for Teacher Quality (CTQ), the Interstate Teacher Assessment and Support Consortium (inTASC), and the National Board for Professional Teaching Standards (NBPTS) have also released research-based, practice-oriented policy recommendations for teacher effectiveness and evaluation.

However, many states did not begin to address the federal or national organization definitions and policy recommendations until just recently when federal policies and philanthropic organizations started to necessitate the need for states to reform their current teacher evaluation systems. For example, the Bill and Melinda Gates Foundation's Measures of Effective Teaching (MET) project provided $45 million to districts to strengthen their teacher evaluation systems (National Education Association, 2011). The MET project investigated how one set of measures could fairly and reliably identify effective teachers. The researchers in this project studied a variety of evaluation measures of more than 3,000 teachers including classroom observation instruments, student perception surveys, and student achievement gains. Through this work, the MET project (2013) partners learned:

- Student perception surveys and classroom observations can provide meaningful feedback to teachers
- Implementing specific procedures in evaluation systems can increase trust in the data and results
- Each measure adds something of value
- A balanced approach is most sensible when assigning weights to form a composite measure
- There is great potential in using video for teacher feedback and for the training and assessment of observers. (p. 20)

The findings of the MET project as well as others greatly contributed to the national and state discourse around teacher evaluation.

As a result of the Race to the Top Program (RttT), many states, including Ohio, accepted the much needed federal government grants with the caveat that they would establish specific reforms such as rigorous teacher evaluation systems (Learning Point Associates, 2010). Although RttT required the development of a teacher evaluation system, Ohio had already begun the process. In 2004, the passage of Ohio Senate Bill 2 mandated the creation of the Educator Standards Board, which was charged with the creation of the *Ohio Standards for the Teaching Profession,* the *Ohio Standards for Principals* and the *Ohio Standards for Professional Development.* As a result of the development of these professional standards as well as an increased federal drive for teacher evaluation systems such as those mentioned above, House Bill 1, enacted in 2009, required the Educator Standards Board to "recommend model evaluation systems for teachers and principals to the State Board of Education for their review and adoption" (Ohio Department of Education, 2012, p. 2). The Ohio Teacher Evaluation System (OTES) was created in response to this mandate and designed by Ohio teachers,

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administrators, higher education faculty, and representatives from Ohio's professional associations, in collaboration with national experts in the area of teacher evaluation to be used to evaluate the performance of Ohio's teachers (Ohio Department of Education, 2012). OTES officially went into effect for most RttT districts during the 2012-2013 school year.

Review of the Literature

The literature related to administrator perceptions of teacher evaluation systems is limited partially due to the relatively new implementation of teacher evaluation systems. Most of the research conducted thus far is internationally-based in contexts different than found in the United States with a small number of participants and/or a more in-depth case-study approach. However, some of the findings from these studies are relevant to this study in respect to how administrators perceive teacher evaluations.

Arar and Oplatka (2011) conducted a series of semi-structured interviews in which fourteen principals were asked to explain their perceptions of teacher evaluation. Through their analysis of the interviews, the researchers learned that the male principals perceived teacher evaluations as way to establish authority while female principals believed teacher evaluation should be used as an opportunity to improve teaching and learning. However, the majority of the principals, regardless of gender, wanted to use teacher evaluation as an opportunity to dismiss teachers but they recognized their limitations to do so within the strict tenure laws. The principals also reported multiple restraints to teacher evaluation such as the local culture that could impede the development of teachers' professional responsibility toward the school and the learners. Overall, the researchers also found that a dilemma emerged "from the complexity of teacher evaluation – balancing the concern and desire to improve students' achievements with concern for the teacher and for the collegial relationship with the teacher" (Arar & Oplatka, 2011, p. 168).

Donaldson (2013) further examined principals' perceived impediments to teacher evaluation. In this study, the researcher conducted 30 semi-structured interviews in which principals were asked to report on how they hire, assign, evaluate, and provide growth opportunities to teachers and the barriers they encountered. In respect to teacher evaluation, Donaldson found that "participants identified many factors that they felt limited their opportunity to carry out rigorous and meaningful teacher evaluations. These included time, a limited chance to observe and document representative teaching, inadequate observation instruments, and school culture" (p. 856). More specifically, all of the 30 principals noted the lack of time to complete high-quality teacher evaluations which for some principals was simply due to the sheer number of teachers to be evaluated. In addition, the principals believed that they were required to utilize inadequate evaluation instruments (Donaldson, 2013).

Orphanos (2014) investigated whether principals can distinguish between effective and ineffective teachers and the characteristics of principals that influenced teacher evaluations. This study analyzed data collected from a principal survey, a teacher survey, and a database with information about teacher academic performance in their teacher preparation program. The results of this study indicate the principals could identify the most effective teachers. However, principals who had longer teacher and

principal careers, higher teacher academic performance, and currently served in a teacher role as well as an administrator role were associated with higher ratings. Although principal familiarity with the teachers did not influence the teacher ratings, parental dissatisfaction with teachers was associated with lower and a wider range of ratings (Orphanos, 2014).

Studies of a similar nature have been conducted around teacher perceptions of teacher evaluations which are relevant to the current study. Kyriakides and Demetriou (2007) conducted a study to learn if Teacher Effectiveness Research (TER) could be utilized as a foundation for a valid teacher evaluation system and teacher reactions to the evaluation system were also investigated in relation to personal interests and concerns. In this study, the researchers administered a questionnaire to 175 teachers in the Cypriot educational system in which they found that teachers "are in favor of an evaluation system which will give them more professional autonomy through their involvement in the process of evaluation" (p. 60). More specifically, in respect to the individual concerns of teachers, the researchers reported these concerns fell in three broad categories: "concerns for self (e.g. How will my advancement possibilities/salary/status change?), concerns for work (e.g. How will the amount of work I do/the importance of my work/the work pressure change?) and concerns for relationships (e.g. How will my relationships with my co-workers/superiors/subordinates change?)" (p. 62).

Ovando (2001) investigated a related question in which she sought to explore the evaluative, affective, and personal experiences of 12 elementary school teachers who participated in the Professional Development System for Teacher Appraisal (PDSTA). Although teachers in this study perceived some benefits as a result of the evaluation system such as opportunities for professional growth, feedback, learner-centered dialogue, and a holistic perspective, the researchers found immense teacher concern around the validity of the evaluation instrument: "teachers believe that the levels of performance do not reflect the true ability of teachers. Specifically, teachers expressed concern with the meaning of the Proficient level and the four-point scale (distinguished, proficient, emerging and unsatisfactory) of the system" (p. 226). In addition, teachers perceive the evaluation process "may be too subjective and may not accurately reflect teachers' instructional practice" (p. 226).

In 2011, Tornero and Taut conducted a study with a similar purpose in which they wanted to learn more about teachers' perceptions of a mandatory national, standards-based teacher evaluation program in Chile. However, these researchers focused their study on those teachers who actively refused to participate in the evaluation. They conducted in-depth interviews with nine teachers and utilized grounded theory to discover why these teachers "rebelled" against the system and they found three main causes: "teachers' perceive lack of legitimacy of the evaluation system, their negative emotions, including fear of results, and characteristics of the culture of the teaching profession in Chile" (p. 138). More precisely, the teachers spoke to a perceived lack of involvement in the design of the evaluation system even though the system was developed as a result of negotiations with the Teacher Union and it did receive their final approval.

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Methods

The purpose of this study was to elicit elementary and middle school administrators' perceptions of the Ohio Teacher Evaluation System (OTES). To do so, the researchers focused on the following research questions:

1. How do administrators perceive their ability to implement the OTES?
2. How do administrators perceive their teachers' confidence in their ability to implement the OTES?
3. How have administrators implemented the OTES thus far?
4. How do administrators believe the OTES will improve teaching and learning for students in their building?

To answer these questions, the researchers utilized survey research to better understand Ohio's elementary and middle school administrators' perceptions of the OTES. More specifically, the researchers created a questionnaire to learn Ohio administrators' experiences with and attitudes, opinions, beliefs, and knowledge of OTES thus far. The questionnaire consisted of 25 Likert-based questions with four open-ended response questions that focused on administrator perceptions in three areas of the OTES: general implementation (eight questions), the teacher performance section (11 questions), and the student growth measures section (six questions). In each section, the statements followed the same format but differed in respect to the focus of that section. For example, the following statements were used in the teacher performance section:

- I feel confident in my ability to implement the Teacher Performance Section.
- My teachers feel confident in my ability to implement the Teacher Performance Section.
- I believe the Teacher Performance Section of the OTES will improve teaching and learning for all students in my building/district.

The questionnaire also included a brief demographics section at the end of the questionnaire to collect general participant data in respect to building grade level(s) (elementary, middle, and/or high school), total number of students in the building, the percentage of students who qualify for free and/or reduced lunch, the percentage of students disabled, the percentage of students who are English Language Learners, type of district (rural, suburban, or urban), and number of years as an administrator.

Ohio's Teacher Evaluation System

The Ohio Teacher Evaluation System (OTES) is divided into two sections: Teacher Performance on Standards and Student Growth Measures (see Figure 1). The Teacher Performance on Standards section of the evaluation recommends an annual Mid-Year Review and Conference and a Final Review and Conference both of which include a formal observation, classroom walkthroughs/informal observations, pre-conferences, and a post-conference. The Student Growth Measures section is dependent on the teacher's content area and grade level and may include a combination of teacher-level

value-added data, approved vendor assessment data, local evaluation agency (LEA) measure data and/or the development of student learning outcomes (SLOs). The Ohio Department of Education (ODE) (2014c) defines value-added analysis as "a statistical method that helps educators measure the impact schools and teachers have on students' academic progress rates from year to year" (para. 3). Teachers with value-added data available must include it in their student growth measures (10-50% of student growth measures). If there is no value-added data available for the teacher, the district may choose to use data from an ODE approved vendor assessment (10-50% of student growth measures). Finally, if there is no valued-added data nor an ODE approved vendor assessment available for the teacher, the district may choose to use district measures in the form of SLOs (0-50% of student growth measures) (Ohio Department of Education, 2014b). There is currently debate in the field as to the difference in reliability and validity between the use of value-added data, LEA measures, approved vendor assessments, and SLOs.
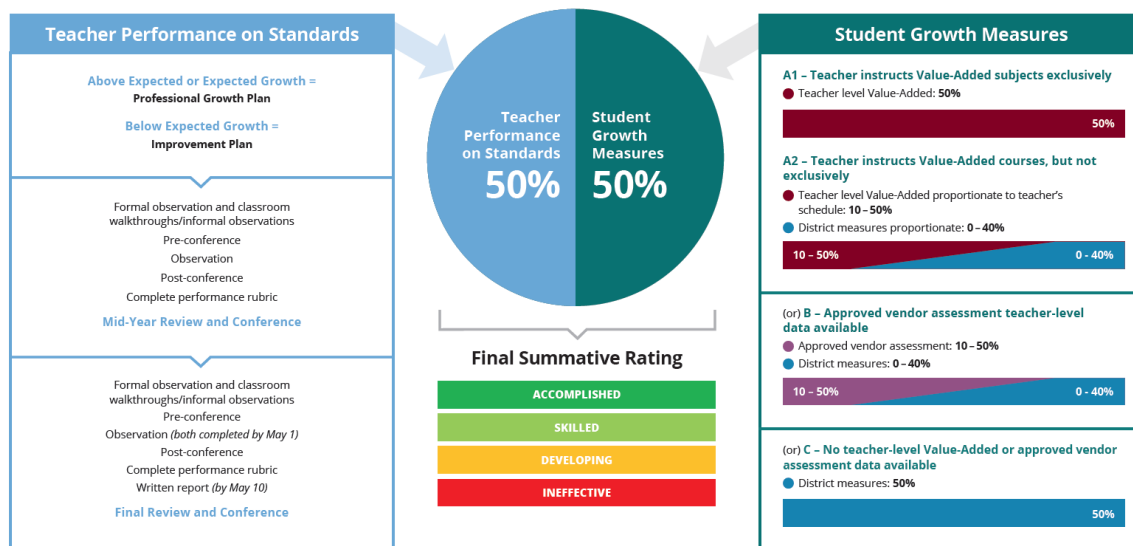

Figure 1. Ohio Teacher Evaluation System (Ohio Department of Education, 2014b)

After the first year of OTES implementation, teachers and administrators expressed the need to share their experiences with it. As a result of numerous requests from the field, the researchers created an opportunity for them to share these experiences through the current study.

Participants

The study was conducted in Ohio in February of the 2012-2013 school year. The participants included 437 elementary and/or middle school administrators who voluntarily chose to respond to a questionnaire distributed via email to all public K-12 administrators in the state of Ohio. Of the participants who responded to the demographic questions, 57% of the administrators reported they teach in an elementary school, 44% in a middle school, and 47% in a high school (with the understanding that they could select all that apply for those administrators who work in multiple schools).

Again, for the purpose of this study, the researchers focused on those participants who selected elementary and middle school.

More than half of the administrator participants work in schools with over 500 students and close to 40% of the administrators reported that over 50% of the students in their schools qualify for free and reduced lunch. The administrators also came from different types of schools in that 57% of the respondents said they work in a rural school, 31% of respondents selected suburban school, and 18% selected urban school (with the understanding that they could again select all that apply for those administrators who work in multiple schools). Finally, their experiences where equally diverse in that 20% of administrators reported that they have been administrators for less than five years, 29% from 5-10 years, 25% from 11-15 years, 12% from 16-20 years, 7% from 21-25 years, and 6% for more than 25 years.

Data Analyses

Data analyses were conducted through the computation of descriptive statistics (means, standard deviation, and frequencies) to calculate the overall perception reported for each statement and the demographic information. In addition, factor scores were created by computing the mean participant response to all statements associated with each of the five research questions. To determine variation in statement perceptions reported relative to administrator school district type (rural, suburban, urban), school building grade levels (elementary, middle, high school), and number of years of experience (<5, 5-10, 11-15, 16-20, 21-25, >25), a one-way analysis of variance (ANOVA) was conducted with these factors as independent variables and factor scores from the five research questions as dependent variables.

Cronbach's Alpha was used to calculate the internal reliability for each research question. The four scales had alpha coefficients of 0.89, 0.92, 0.86, and 0.91, respectively for research questions 1, 2, 3, and 4. These coefficients were satisfactory, as each scale was equal to or higher than .80 (Cronbach, 1990).

A frequency analysis was conducted on all responses, and responses were grouped by the items' associated research questions. This analysis found that, for Research Question 1 (How do administrators perceive their ability to implement the OTES?), 61.1% of responses were positive ("Agree" or "Strongly Agree") while 17.0% were neutral and 21.9% were negative ("Disagree" or "Strongly Disagree"). This indicates that administrators tended to be relatively confident in their ability to implement the OTES (see Table 1). However, within this research question, there were some strong disagreements between items. For example, while the majority of administrators felt confident in their ability to implement the OTES (74.6% were positive), an equal majority of administrators did not feel confident in their ability to have *time* to implement the OTES (74.1% were negative). They were most confident in their ability to conduct Informal/Formal Observation (85.8% positive) and they were least confident in their ability to implement the Student Growth Measures Section (only 34.8% were positive).

Table 1
Response Frequency to Research Question 1 Items

Confidence In Ability To:	SA	A	N	D	SD
Implement the OTES	20.14	54.46	14	9.38	2.06
Time to implement the OTES	2.98	10.09	12.8	38.07	36.01
Implement the Teacher Performance Section	20.82	58.12	11	6.64	3.43
Conduct Informal/Formal Observations	30.73	55.05	9.4	3.67	1.15
Conduct Pre-conferences with my teachers	25.58	55.99	13.6	3.92	0.92
Conduct the Post-Conference	26.15	52.06	13.3	7.11	1.38
Implement the Student Growth Measures Section	7.32	27.46	25.2	28.38	11.67
Use Value-Added data	16.7	41.42	24.5	11.21	6.18

As Table 1 illustrates, the administrators were confident in their ability to implement the OTES but varied in degrees of confidence based on the area of implementation. This would indicate that the high level of administrator perceived confidence in their ability to implement the OTES was primarily due to the confidence in their ability to implement the Teacher Performance Section.

For Research Question 2 (How do administrators perceive their teachers' confidence in their ability to implement the OTES?), 56.3% of responses were positive, 31.2% were neutral, and 12.5% were negative, which indicates relative confidence by administrators in their teachers' confidence in their ability to implement the OTES (see Table 2). More specifically, the administrators believe their teachers are most confident in their ability to implement the Informal/Formal Observations (72.2% were positive) and least confident in their ability to implement the Student Growth Measures Section (only 27% were positive) which clearly aligns with their own confidence levels for these items as reported in the previous research question. However, they are more confident in their own abilities for these items than they perceive their teachers to be.

Table 2
Response Frequency to Research Question 2 Items

Teachers' Confidence In Ability To:	SA	A	N	D	SD
Implement the OTES	5.99	47.47	33.4	10.6	2.53
Implement the Teacher Performance Section	12.36	48.74	30.2	5.95	2.75
Conduct Informal/Formal Observations	19.54	52.64	22.8	3.22	1.84
Conduct Pre-conferences with my teachers	17.05	51.61	27	3.23	1.15
Conduct the Post-Conference	16.67	51.16	26.4	4.17	1.62
Use Value-Added data	10.83	33.18	37.1	12.67	6.22
Implement the Student Growth Measures Section	4.58	22.43	41.7	21.05	10.3

Table 2 demonstrates that administrators perceive their teachers are confident in their administrators' ability to implement the OTES. However, the degrees of confidence varied based on area of implementation which again aligns with the administrator responses to the first research question.

For Research Question 3 (How have administrators implemented the OTES thus far?), 63% of the respondents reported they have implemented OTES, 12.3% were neutral, and 24.7% of the respondents reported they have not implemented the OTES, which indicates a somewhat high level of administrator implementation of the OTES thus far (see Table 3). The greatest implementation has occurred with Informal/Formal Observations (66.4% positive), followed by Post-Conferences (57.3% positive), and then Pre-Conferences (53.6%). The researchers have not determined why the administrators have conducted more Post-Conferences than Pre-Conferences.

Table 3
Response Frequency to Research Question 3 Items

Implementation Of:	SA	A	N	D	SD
Informal/Formal Observations	24.65	41.71	11.5	15.9	6.22
Pre-Conferences	22.3	31.26	12.4	25.75	8.28
Post-Conferences	23.09	34.18	11.3	23.56	7.85
Value-Added Data	19.27	55.73	13.8	7.57	3.67

As Table 3 illustrates, the majority of administrators believe they have implemented OTES but the degrees of implementation varied based on area of implementation. The highest level of implementation has occurred with the Informal/Formal Observations with perhaps a correlation to the previous research questions in that administrators report a high level of confidence in their ability to implement the Informal/Formal Observations and the belief that their teachers have confidence in their ability to implement them.

For Research Question 4 (How do administrators believe the OTES will improve teaching and learning for students in their building/district?), 44% of responses were positive, 28.1% were neutral, and 27.9% were negative, which indicates a somewhat neutral belief by administrators that the OTES will improve teaching and learning for students in their building/district (see Table 4). More than half of the administrators reported the Teacher Performance Section of the OTES will improve teaching and learning for students (56.2% were positive) whereas only 36.7% of them reported the Student Growth Measures Section of the OTES will improve the teaching and learning for their students. They also reported they do not believe that value-added data accurately represents the growth of their students in that only 32% were positive, 28.1 neutral, and 38.3% were negative.

Table 4
Response Frequency to Research Question 3 Items

Belief That:	SA	A	N	D	SD
OTES will improve the teaching and learning for all students	11.24	39.68	26.8	16.28	5.96
Teacher Performance Section will improve teaching and learning	13.53	42.66	26.4	11.47	5.96
Student Growth Measures Section will improve teaching and learning	7.11	29.59	29.6	18.58	15.14
Value-Added data accurately represents my students' growth	5.99	26.04	29.7	23.27	14.98

Table 4 summarizes the level high level to which administrators are not sure if the OTES will improve teaching and learning. While the administrators believe the Teacher Performance Section may improve teaching and learning this is not true of the Student Growth Measures Section.

Findings and Discussion

Based on the descriptive analysis of the data, more than half of administrators (63% of the respondents) have participated in the OTES and they were relatively confident in their ability to implement the OTES and their teachers' confidence in their ability to implement the OTES. However, the administrators reported high levels of skepticism that the OTES will improve the teaching and learning for their students and this was further discussed in detail in their 442 comments for the open-ended response questions.

Overall, the more than 400 elementary and middle school administrators who responded to the questionnaire felt confident in their ability to implement the OTES and they reported their teachers felt confident in their ability to implement the OTES too (they were actually more confident than their secondary peers). These administrators felt especially confident in their ability to conduct the Informal/Formal Observations and the Pre-Conferences prior to these observations. They also reported that their teachers felt confident in their ability to implement these specific aspects of the Teacher Performance Section. As one administrator stated, "we've being doing this for years."

However, although the elementary and middle school administrators were confident in their ability to implement the OTES, they were not very confident in their ability to have the time to implement it. This was the most common concern the administrators shared in the hundreds of comments received from the open-ended response questions. For example, one administrator explained, "Although I believe the process is good, I am concerned about the volume of evaluations that will need to be completed each year. I take this task very seriously but fear that it will consume a great deal of time and will not allow me to dedicate the necessary time needed for other aspects of my administrative position." Another administrator described how the OTES will

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impact students, "I am completely disappointed in what this will do to my time with students. Currently, I am able to work with students, meet with them to support their learning and attend parent meetings to assist in problem solving with struggling students. With over 45 teachers to evaluate, that time for/with students will be completely destroyed trying to implement OTES." This is representative of Kyriakides and Demetriou (2007) research to learn if Teacher Effectiveness Research (TER) could be utilized as a foundation for a valid teacher evaluation system and teacher reactions to the evaluation system. In this study, the participants reported concerns around the teacher evaluation system fell in three broad categories: "concerns for self (e.g. How will my advancement possibilities/salary/status change?), concerns for work (e.g. How will the amount of work I do/the importance of my work/the work pressure change?), and concerns for relationships (e.g. How will my relationships with my co-workers/superiors/subordinates change?)" (p. 62).

The elementary and middle school administrators were equally concerned about their ability to implement the Student Growth Measures Section and they reported their teachers were not confident in their ability to implement this section as well. This was the second greatest concern the administrators shared in the open-ended response commentary. This administrator's sentiments were representative of the others, "I do not feel competent in guiding or giving support to staff on the 50% of OTES that has to do with student growth. I think the state has not given sufficient time to get administrators trained and therefore we can't even at the district level provide what is needed to support teachers." In respect to the value-added data component of the Student Growth Measures Section, another administrator explained, "I feel that there are always exceptions and additional factors that play into scores obtained at a certain point in time. I do not feel that value-added data is the only way that we should be measuring student growth." Ovando (2001) investigated a related question in which she sought to explore the evaluative, affective, and personal experiences of 12 elementary school teachers who participated in the Professional Development System for Teacher Appraisal (PDSTA). Ovando found similar teacher concern around the validity of the teacher evaluation instruments in that "teachers believe that the levels of performance do not reflect the true ability of teachers" (p. 226).

In general, elementary and middle school administrators were neutral in their belief that the implementation of OTES will improve teaching and learning for their students, but they were more positive in respect to the Teacher Performance Section than the Student Growth Measures Section. Perhaps this administrator summarized it best, "I feel the process provides me with great insight into my teachers' strengths and weaknesses. But with almost 40 staff members, I am greatly concerned that I am not able to tend to my other responsibilities as a building leader." In their study on teachers' perceptions of a mandatory national, standards-based teacher evaluation program in Chile, Tornero and Taut (2011) found similar concerns around teachers' perceived lack of legitimacy of the evaluation system.

Implications

As the administrators in this study reported, there are areas of strengths and challenges with the Ohio Teacher Evaluation System (OTES). The challenges provide a

unique opportunity for Educational Administration programs to develop curriculum and field experiences that reflect the need for administrator candidates to learn more about and apply their knowledge and skills of teacher evaluation systems. More specifically, in respect to Research Question 1 (How do administrators perceive their ability to implement the OTES?), Educational Administration programs should provide administrator candidates with the opportunity to not only learn more about teacher evaluation, but also how to efficiently implement it within the realistic demands of their position. The inability to have time to complete the OTES was the primary concern of the participants. Therefore, administrator candidate field experiences should include teacher evaluation with a variety of different mentors who implement the OTES relative to their context. In addition, administrator candidates need to receive training in the interpretation of Student Growth Measures, specifically value-added data, to inform teacher evaluation. This was an enormous concern reported by the participants in this study that could be addressed by Educational Administration programs.

A perhaps even greater implication for improved practice in Educational Administration programs was revealed through Research Question 4 (How do administrators believe the OTES will improve teaching and learning for students in their building/district?). Educational Administration programs, legislators, state department of education, and district administrators, especially, need to provide professional development, resources, materials, and data that clearly demonstrate for administrators the connections between teacher evaluation systems and how they will improve the teaching and learning for their students. The connections need to be made more obvious and further research needs to be conducted to validate these connections. Further research is necessary to determine the longitudinal implementation issues related to updates in teacher evaluation systems such as inclusion of student surveys, teacher self-evaluations, peer review evaluations, and student portfolios (Ohio Department of Education, 2014b) as well as how students, parents, and community members perceive the impact of teacher evaluation systems.

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